Dear Dr. Grasmick,

Over the past 13 years, the Queen Anne's County Public Schools' Service-Learning Implementation Plan has evolved into a navigational compass that directs our Service-Learning Program.   Our program provides students in grades 6-11 with community-based projects that have not only been infused into state and county approved curricula, but have also allowed students the opportunity to learn through organized preparation, activity, and reflection. This critical framework supports Queen Anne's County Public School's vision, a vision which is also shared by Maryland.   "All Marylanders…value service as a way of life and participate in service to enrich and empower community, society, and self."

Our current Service-Learning Implementation Plan not only provides transparency to overarching state graduation requirements, but also serves as a district-wide blueprint for ensuring the critical action that is necessary for instilling the habits of citizenship (whether it be community, district or global) within our students.

As Queen Anne's County students continue to prepare for the challenging world that awaits them upon graduation from high school, we believe the experiential learning that serves as the foundation for any effective service-learning program will provide our students the additional knowledge they need to be successful 21st century citizens.

Sincerely yours,

Dr. Carol Williamson, Ed.D.
Superintendent of Queen Anne's County Public Schools

TABLE OF CONTENTS

I. IMPLEMENTATION PLAN AND CURRICULAR CONNECTIONS

A. *Minimum Level of Student Engagement*

The Queen Anne's County Board of Education shares the Maryland vision that "all Marylanders…value service as a way of life and participate in service to enrich and empower community, society, and self." Queen Anne's County Public Schools (QACPS) believes that there is a strong need for students to go beyond "talking" about citizenship. Therefore all students are required to practice and apply citizenship knowledge and skills through experiential learning in order to better their communities. Since its beginning 12 years ago, the QACPS Service Learning program requires students to engage in quality service-learning activities at least once a year in grades 6 through 10. Each grade level service learning project has been designed to realize 15 hours of credit; thereby allowing all students to meet the State of Maryland's graduation requirement of 75 cumulative hours of service.

QACPS does not encourage independent service-learning projects. It is the philosophy of our county that all service learning must be integrated into specific middle and high school curriculum content areas. Students who transfer into the county and have not fulfilled the service learning graduation requirement of 75 hours are expected in 11th or 12th grade to work with a mentor teacher from a specific curriculum area within their school (who has been trained and understands Maryland's Seven Best Practices of Service-Learning) to complete a project that fulfills their service learning graduation requirement.

B. *Curricular Connections*

B.1.

Projects (although not limited to) that are grade level and school or site-base specific are as follows:

6th grade –(SMS) all subject areas, main focus is on serving senior citizens. (STMS) Depending on the team of 6th grade teachers students either complete. (1) *Reading is Fundamental (RIF)* program, all content areas (2) *Animal Rescue Foundation (ARF)* –, Science and Social Studies content areas. (CMS) Senior Center in Centreville, Language Arts and Mathematics. (MMS) Eco systems, science. All grade level projects equate to approximately 15 hours.

7th grade – (SMS) – letters for the troops in Iraq, all content areas. An additional project focuses on environmental activities such as a bird watching/recording species with Cornell University, all subject areas. (CMS) *United through Reading*, Social Studies and Language Arts. (STMS) Food Bank for QAC Food, all content areas (MMS) Kids helping Hopkins, all content areas. All grade level projects equate to approximately 15 hours.

8th grade – (SMS) –St Martin's Barn Women's Shelter, Language Arts and Social Studies. (STMS) Veterans program and museum, veterans issues, Social Studies, science and math. (CMS) Queen Anne's County Hospice. Math and Language Arts. (MMS) Domestic Violence Awareness, Mid-Shore Council on Family Violence, all content areas. All grade level projects equate to approximately 15 hours.

9th and 10th Grades (KIHS, QACHS) Collection of supplies for student victims of natural disasters, History Class, Leukemia/lymphoma society, American History, Food Bank – History and English Classes, Literacy project with Head Start Program – English Class, Supporting America's Military – History/Government.

(Key – SMS -Sudlersville Middle School, CMS – Centreville Middle School, STMS – Stevensville Middle School, MMS – Matapeake Middle School, KIHS - Kent Island High School, QACHS – Queen Anne's County High School)

All grade level projects mentioned above were written to support Maryland's Seven Best Practices of Service-Learning and other critical service-learning criteria. As stated previously, QACPS students do not earn hours, but rather complete one service learning project per school grade starting in 6th grade, with completion by 10th grade. If each project was equated with hours each grade's service-learning project would be equivalent to approximately 15 hours. Each completed student project is graded according to a Pass/Fail scoring rubric and assessed by the project facilitator (responsible content teacher). Assessment categories include student participation and activity work during the curriculum lesson, participation throughout the service- learning experience, and completion of a required written and oral reflection. Therefore, if each grade-level project is successfully completed by the end of 10th grade a majority of QACPS students will have finished 75 hours of service learning credit. Those students who have not met the requirement (i.e. transfer students), fulfill their obligation by participating in individual, QAC sanctioned, teacher mentored independent projects in 11th and/or 12th grade that are available at both county high schools.

B.2.
Student learning in Queen Anne's County promotes student engagement through the process of integrating authentic learning opportunities with existing curriculum. Service- learning projects are conceived through an assimilation of curriculum learning outcomes with community need. Historically, service-learning units are developed cooperatively by the school's service learning coordinator, school-based content teachers and representatives from the community forum. Additionally, input is sought from the appropriate content area instructional supervisor and the county service-learning coordinator. Each project must address state mandated and county performance indicators and outcomes.

Curriculum writers include past and present Service-Learning Fellows: Original Fellows- Betty Lou Labrie, Kathy Fowler, Marcie Taylor Toma. Present Fellow Daryl Calloway. Other contributing curriculum writers are individuals who have been or are presently school-based service-learning coordinators. Debbie Crow, Curtis George, Barbara Thren, Margo Massie.
These individuals have in the past and are currently creating a bridge between content requirements and the implementation of service learning as an instructional process that adds authentic learning experiences to student educational forums.
(See examples of service-learning units for each grade.)

B.3.
Maryland VSC's and county curriculum indicators are addressed within each content integrated service-learning unit. Most content curriculum that integrates service-learning projects was established prior to the implementation of current VSC's. However, content teachers and school-based service-learning coordinators have incorporated VSC's as they have periodically evaluated and improved grade-level projects based on evaluative feedback that they gathered upon the completion of each service-learning project.   Currently, content VSC's are automatically addressed and acknowledged through service-learning projects developed after the inception of the Maryland Voluntary State Curriculum. All active grade level service learning units include Maryland VSC indicators. (See attached curriculum for examples of VSC's that are addressed through specific service-learning units)

B.4.

The action phase of any of our projects is the portion that provides the authentic learning experience each student is required to complete in order to meet one of the basic requirements of service-learning. The action phase requires the most planning because it must include the learning component that ties content curriculum with exponential practice. Because of its critical role, all teachers who are responsible for grade-level projects are expected to receive additional training from the school-based service-learning coordinator as to how to make the action phase meaningful for each student. This training occurs prior to the implementation of a new service-learning project, or when a new teacher takes over the responsibility of monitoring an already established service-learning unit.

Students also receive instruction as to how to thoroughly record their service-learning experience upon a Project/Action/Reflection Form after the completion of each project. These forms articulate with the student during their middle and high school educational careers (See Appendix A2 for an example of a student Service-Learning Project Completion Report). The action phase for each project may include but is not limited to physical activities such as seasonal preparation at Horsehead Wetlands - a local ecological education camp for elementary students; testifying before a subcommittee for the homeless, or delivering food baskets to a shelter. (See curriculum units for more specific examples of student "action" activities).

B.5.

Each teacher is responsible for collecting evidence from all students that support students understanding of each phase of the service learning experience. Students are informed by project facilitators as to what type of service (direct, indirect, and advocacy) they are providing. Indicators of these services are also required to be marked by the students upon their Service-Learning Project Completion Report (Appendix A2). Throughout a students' secondary school experience they are expected to complete at least one of the three types of service. Each middle school currently includes one service learning project that represents each type of service. Additionally, at the high school level service learning projects also address at least one of the three types of services. As new projects are added, the school-based service-learning coordinator and LEA Service-Learning Board is expected to make sure that new projects do not "overload" one specific category. Finally, upon the completion of each grade-level project a Service-Learning Project Report (See Appendix A3) is completed by the teacher in charge and submitted to each School-based Service Learning Coordinator and guidance counselor. This report verifies the names of students who have or have not completed a project.

B.6.

As the needs arise QAC students become advocates for local issues thereby keeping them focused on community needs. Project ideas may develop from community leaders or school-based personnel. The proper fit between a prospective project, the school, the curriculum and the student is the responsibility of the school-based service learning coordinator, school principal, and the teacher of the targeted curriculum content area. If the proposed project meets all established criteria, the project is drafted based upon all established school policy and curriculum indicators and outcomes.   After development the proposed unit is reviewed by specific content area supervisors, and the QACPS service-learning coordinator to determine if it meets the Maryland Seven Best Practices of service-learning criteria and curriculum expectations. Examples of specific criteria guidelines that assist groups evaluate the rigor of service learning experiences are as follows.
a) meets a recognized need in a community, through;
- short-term assistance
- ongoing assistance
- working towards a lasting solution to a problem

b) achieves curricular objectives, by
-incorporating service-learning into a unit

-using service-learning to unify the teaching of content and skills throughout the year

c) reflects the service-learning experience
-at the end of the experience, by students contemplating their experience and receiving response or
-throughout the process, student contemplating their experience and receive response.

d) develops student responsibility
-establishing choices for students in how they implement service-learning
-share responsibility with students for developing and implementing service-learning.
-facilitate student definition, coordination and implementation of service-learning.

e) establishes community partnerships
-teacher consults with community partner for information resources
-students interact with partners
-students, teacher and partners collaborate as a team

f) plans ahead
-plan service-learning independently
-collaborate with colleagues, students and LEA team to plan service-learning.

g) equips students with knowledge and skills needed for service
-equip students at the beginning of the experience
-equip students as needs arise.

C. Assessment & Evaluation

C.1.
Service Learning experiences are evaluated by the content-based teacher after a grade-level service learning project has been completed using the Maryland Seven Best Practices Service-Learning rubric. Additionally, the teacher and school-based coordinator review the reflection section of individual student participants. Based upon the information collected from both artifacts, principals, school-based service-learning coordinators, and sometimes content supervisors make modification to segments of the project or the entire unit.   System-wide, our LEA Service-Learning Advisory Board reviews samples of student reflections to determine if students' experiences with service learning projects emulate the quality of preparation and action exemplary service-learning units are required to provide. Moreover, coordinators, principals and participating content teachers are annually given the Maryland Department of Education's Rubric for Assessing LEA Service-Learning Leadership to determine the LEA's Advisory Board and Coordinator's strengths and opportunities for improvement.

In addition to the evaluation process discussed in the previous paragraph, other assessment tools include the Learn and Service America grant process and Maryland State Department mandated evaluations. Currently, QAC receives funds from the Learn and Serve America Grant, therefore the LEA is required to conduct an annual pre and post test at two different grade levels to determine student experiences after they complete a grade-level project.   This data provides additional information for the QAC's Service-Learning Advisory Board about student perception's about service-learning. Moreover, the Maryland State Department of Education conducts a Quality Review visit and an audit every two to three years to determine the rigors of the Service-Learning program in QAC.

C.2.
Because QAC does not recognize independent student service-learning projects, there is no process for approval. However, individual service learning projects are used by the high school to assist students meet graduation requirements (discussed in section B.6). These projects must abide by the same approval protocol and procedures that grade-level projects are expected to follow.

D. Transfer Policies
D.1.
Historically transfer students entering our system have their cumulative records and transcripts reviewed for completion of service-learning activities by the entering QAC school's guidance counselor or school-based service-learning coordinator. Information that is sent by the home school is verified by these individuals and entered into the student database system that QACPS uses for tracking pertinent individual student data.   Middle school transfer students are assimilated into the QAC Service-Learning program based upon the completion of their previous service learning experience. However, even if middle school transfer students have met their service-learning obligation they are required to participate in grade level projects because these projects are integrated into grade and content level curriculum.

Maryland high school transfer student's permanent records are also thoroughly examined to determine if there is inclusive documentation that students have completed the required 75 hours of service-learning experience.   Transfer students who have not met the 75 hours are mentored by individual content teachers and are required to work with these individuals on independent service-learning projects (See section IB1 and section VI1). High School students who transfer from a state other than Maryland will also be able to meet the Maryland service-learning requirement by working with content teachers on independent curriculum related service-learning projects.

D.2.
QAC students who transfer from our secondary schools to other (Maryland or out of state) secondary schools are sent with permanent record cards that have the number of service-learning hours (based upon projects) the students have completed. If the student is in middle school the number of grade-level projects they have completed are multiplied by the number of years they have been in middle school times 15 hours (the equivalent number of hours each project has been determined to represent). For an example, if a 7th grader has successfully completed a sixth and a seventh grade service learning project, they are awarded 30 hours of service learning experience. In high school, if a 10th grader transfers before completing a 10th grade service-learning project, the individual would have 4 grade level projects (6th, 7th, 8th, and 9th grade) completed. The student in question would have met 4 times 15 hours or 60 hours of service-learning experience.

E. Connections

E.1
Character Counts in QAC is not only a system-wide initiative but it is incorporated into the Service-Learning program. Many Character Counts coaches also volunteer and assist content teachers when they conduct service-learning activities.

E.2.
 Many of the service-learning units are connected with environmental education. An example of one 6th grade service-learning unit at Matapeake Middle School explores human and environmental interactions and the balance between urban sprawl and the creation of new habitats for animals. Like Matapeake Middle School QAC schools have at least one environmentally based unit. (Please refer to the curriculum units included or listed in B1 for other examples).

E.3.

Service learning has been incorporated into the QACPS Bridge to Excellence Master Plan under one of the district's six main goals. Goal V – Family and Community Involvement, 5A1.11 stipulates that QAC will provide teachers and parents training to improve volunteer opportunities. Service-learning training is open to parents when it is conducted at the school level. Additionally, parent volunteers are encouraged to assist teachers with the implementation of each grade-level project.

II. INFRASTRUCTURE

Dr. Diane K. Larrimore,
Coordinator of Media, Online and Service Learning
Central office
LEA service-learning coordinator
30% of professional time

Mr. Roy Skiles
Assistant Superintendent
Board Of Education, Central Office
Service Learning Advisory Board member
5% of professional time

Ms Debbie Crow –
6th grade Science Teacher
Stevensville Middle School
School service-learning coordinator - provides technical assistance to staff
Service Learning Advisory Board member
20 % of professional time

Ms. Barbara Thren
7th grade Social Studies Teacher
Centreville Middle School
School service-learning coordinator – provides technical assistance to staff
Service Learning Advisory Board member
20% of professional time

Mr. Miguel Smith
Science Teacher
Matapeake Middle School
School service-learning coordinator – provides technical assistance to staff
Service Learning Advisory Board member
20% of professional time

Mr. Darryl Calloway
Social Studies Teacher
Sudlersville Middle School
School service-learning Coordinator – Provides technical assistance to staff
Service Learning Advisory Board member
20% of professional time

Ms Rebecca Ritz
Science Teacher
Kent Island High School
School service-learning coordinator – provides technical assistance to staff
Service Learning Advisory Board member
20% of professional time

Ms Kathy Terry
Queen Anne's County Youth Rise Coordinator
Queen Anne's County High School
School service-learning coordinator – provides technical assistance to staff
Service Learning Advisory Board member
20% of professional time

Ms Denise Hirshberger
Principal of Kent Island High School
Service Learning Advisory Board member
5% of professional time

Ms Angela Holocker
Science Content Supervisor
Central Office
Service Learning Advisory Board member
5% of professional time

Mr Andrew Wilhelm
Student
Queen Anne's County High School
Service Learning Advisory Board student member

III. STUDENT LEADERSHIP

1. At the LEA level, student representatives are an integral part of the service learning leadership process. Two students serve on the QACPS Service-Learning Advisory Board. These individuals assist us with first hand information from their peers about how student-learning is implemented at their schools. Moreover, these students provide relevant feedback about newly proposed service-learning units that are sent to the LEA Advisory Board for review.

2. Students are also expected to be included during the planning and implementation stages of each school-based service learning project. At both middle and high school levels students are required to work with the facilitating classroom content teacher and lead other students throughout the entire project process. There is no quantitative instrument to measure student leadership in QAC, however the LEA has volumes of qualitative artifacts that indicate the type of leadership that is involved during each service-learning experience. At a middle school (CMS) a teacher assists other students choose the leaders of various committees who research, test, and market recipes that will be included in a multi-cultural cookbook that is sold and whose proceeds go to QAC Hospice. At the high school level a student served as an intern to the Queen Anne's County High School school-based service learning coordinator and assisted with the planning and coordination of a number of service-learning experiences. This individual was also responsible for designing a new service-learning informational pamphlet for the school.

3. District wide QACPS does not officially track students who perform service learning above the required 75 hours or what the state considers meritorious service-learning experiences. However, because QACPS is a site-based management system, individual schools and their service learning coordinators do keep records of individuals who perform above and beyond the call of duty. This service outside of school must be approved by site-based coordinators and support high quality QACPS service-learning guidelines. Individuals who meet this criteria form the basis for the pool of students who are nominated for the Maryland Service Star Recognition program. Additionally, during school-based award assemblies and at QAC Board of Education meetings, the district does honor individual students who perform additional service-learning to their communities, but may not be selected for the state Service Star program.

4. Students are selected to represent the LEA for the Maryland Service Star Awards program through the QAC Service-Learning Advisory Board. Individual schools submit names of students who have served their schools and community in an exemplary fashion or have gone on and above the call of duty within their community. The Service-Learning Advisory Board chooses two students who have exemplified meritorious service in QAC. Other methods of recognizing students include Queen Anne's County Board of Education recognition, school and district web site acknowledgement and local newspaper articles and local cable television school oriented programs.

IV. COMMUNITY PARTNERSHIPS & PUBLIC SUPPORT & INVOLVEMENT

1. All service-learning community sites are approved during the process described in B6. First, QACPS' philosophy of site-base management places the responsibility of determining the feasibility of each service-learning community partnership with each school's principal, school-based coordinator and content specific teacher. Once the new community partnership site has been approved by a school's service-learning team the name of the site and the project is sent to the LEA Coordinator so that it can be reviewed to make sure it meets State service-learning guidelines. The name of the site and proposed project is also presented to the LEA's Service-Learning Advisory Board for review and additional input.

2. At the present time we have 18 approved community sites for service-learning

3. All middle and high school staff, students and parents are made aware of service-learning approved sites during the actual service-learning experience. Again, because of this LEA's philosophy of site-based management, principals are responsible for educating their staff, students and parents about the various outside community resources that are participating in various grade-level Service-Learning units.

4. Service-learning is advertised through the QACPS website and secondary school websites, county cable television station, and a variety of written advertisements (e.g. pamphlets, letters etc.) that are sent out to all educational stakeholders (business partnerships, PTSA's)

5. Every QACPS secondary school that executes a service-learning project is responsible for alerting parents through written documentation, that their child is participating in a state required grade-level Service-Learning project. Parents are many times invited to volunteer their time to assist in the implementation of a project. Student articles about their experiences are also many times printed in school-based newsletters and websites.

V. PROFESSIONAL DEVELOPMENT & TRAINING

1. Staff responsible for service-learning are initially trained by practicing school-based service-learning coordinators. These veteran school-base coordinators also provide mentoring assistance for newly practicing service-learning coordinators throughout their first year in their position. This year QACPS will be opening up an online discussion area so that all school-based coordinators will have an area to discuss timely topics and issues.

2. At the beginning of each school year, during a faculty meeting, the school-based service-learning coordinator conducts an initial training, for all newly hired staff. Additionally, prior to the implementation of each grade-level service-learning project, content teachers and school-based service-learning coordinators update the entire school faculty about the progress of each project. These school service-learning personnel also solicit assistance from staff to volunteer and participate in the action phase of each service-learning experience. This authentic exposure is an integral part of each school's staffs' ongoing training process.

VI. ACOUNTABILITY

1. Students who complete a grade level service-learning project are evaluated through both verbal and written antidotal documentation. Students are expected to provide written and verbal information to the coordinating classroom content teacher in reference to the curriculum learning that occurred during the content lesson. Additionally, the actual physical contribution of each student is considered within the evaluation process by the teacher in charge of the project. Finally, the last component of the overall evaluation process is the written "reflection" segment of the experience. This component is included within a written anecdotal record (See Appendix A2) that must be completed by the student about their service-learning experience. Based upon these three specific evaluative criteria areas, the coordinating classroom teacher awards students either a pass/or fail grade that equates to 15 hours of service-learning per grade level project.

If one or two of the three areas are not satisfactorily completed by the student the teacher is also responsible for working with the student until the individual successfully fulfils the requirements of the service-learning project.   When the student successfully completes the grade level activity the teacher alerts the school-based coordinator and/or guidance counselor. These individuals enter that the student completed the service-learning activity for that particular grade level into a student database system (SASI). Student written work is placed within a service-learning folder that travels with the student throughout his/hers educational career. When students reach the state mandated 75 hours or completion of 5 grade-level projects, their permanent record card is stamped that the individual has fulfilled their Maryland service-learning graduation requirement.

2. QACPS does not record Service-Learning progress on middle or High School report cards. However, QACPS does record student service-learning progress within our SASI student database system. The system also records progress on student permanent record cards.

3. This process is described in VI. 1.

4. QACPS does not accept outside independent service-learning projects. All projects are done under the guidance of specific curriculum teachers. However, the procedure for assessing infused service-learning experience and independent service-learning projects that are usually completed by transfer students under the guidance of curriculum teachers is explained in section VI 1.

VII. FUNDING AND IN-KIND RESOURCES

Fiscal Year 2008

Source	Amount	Purpose
Corporation for National Service, Learn and Serve America	$8, 041	Stipends for school-based service-learning coordinators, transportation costs and materials for service-learning projects.
Queen Anne's County Public Schools	$16,340 $ 5,734	20% of Supervisors contract's time 10% of Computer technician specialist's contract time.
Total	$30,115	

QUEEN ANNE''S COUNTY PUBLIC SCHOOL SYSTEM

Student Service Learning Project Completion Report

"Student Service-Learning Makes a Difference!"

Definition: Making a difference through actions of caring by personal contact, either in the school or the community with preparation and reflection. Making a difference through citizenship, through petitioning, making presentation, conducting community surveys and presenting results with preparation and reflection.

Types of Service (direct, indirect and advocacy)

_____

Project
Preparation for your involvement with the Service-Learning Project

_____
_____
_____
_____
_____
_____
_____

Action
_____
_____
_____
_____
_____
_____
_____

Reflection/Assessment
(Purpose is to explore-to understand how to learn from this experience)

_____
_____
_____
_____
_____
_____
_____

_____   _____
Student's Name   Teacher's Name

Graduating Class of:_____   Date:_____

Board of Education of Queen Anne's County
202 Chesterfield Avenue
Centreville, MD 21617

SERVICE-LEARNING PROJECT REPORT

School: _____ Year: _____ Semester: _____

Teacher: _____ Content Area: _____

Description of Project : (PAR)

Date Started: _____ Date Completed: _____

Continuation Project: Yes _____ No _____
New Project: • Yes _____ No _____

If new, date it was approved: _____

Number of Students: _____

Number of Student Completing: _____ Number Not Completing: _____

List the Students who did not complete:

Name	Code*	Name	Code*
_____	___	_____	___
_____	___	_____	___
_____	___	_____	___
_____	___	_____	___
_____	___	_____	___
_____	___	_____	___
_____	___	_____	___
_____	___	_____	___

*Code reason for not completing: (use number)

1   attendance
2   attitude
3   suspension
4   sickness
5   home/hospital
6   withdrew

A3

Title: Senior Citizens

Overview:
Students host parties for a senior citizens center. In the classroom, students learn how the human body changes as it ages. The students plan and prepare parties, serve refreshments, and provide interactive entertainment. All food, decorations and entertainment are planned and executed by the students. They celebrate the thank you notes and pictures they receive and reflect on their contributions.

VSC Standards Met:
Language Arts
SL Standard 2*:* the student writes to communicate ideas and information effectively (L.A.B.2.3)
Objective*:* uses electronic technology to gather information and communicate new knowledge.

Evaluation: Pre and Post Test, BCR's**,** individual student reflections

Seven Best Service-Learning Practices:

Meets a recognized need in the community
Senior centers need outside activities
Seniors need more opportunities to interact with young people.

Achieves curricular objectives
Math – students perform statistical computations using data and graphing
L.A. Students identify ways to communicate and practice communication skills
Science – Students experience 5 sensitivity stations in order to understand changes in mental and physical status as related to aging.
Social Studies – Students complete a career unit that includes working with the elderly.

Reflects throughout the service learning experience
Complete a pre and post survey
Complete a BCR on how the experience affected them
Enjoyed a thank you note from the senior center
Discuss improvements for next year's classes
Celebrate what went well.

Develops student responsibility
Action phase requires every student to bring something, create something or perform at the gathering
Students work in small group committees to come to consensus on plans
Participation in preparation/action/reflection results in a service learning credit.
Establishes community partnerships
Partnership between a senior citizen center in Queen Anne's County and a county public middle school located close to the senior center.
Letters to parents for support

Plans ahead for Service Learning
Students practice listening skills
Develop and practice questions in order to hold meaningful conversations

Experience 5 stations and complete a handout of how it feels to have physical problems. Student sensitivity activity.
Form committees to plan for the part.

Equips students with knowledge and skills needed for service
Discuss reasons for and necessity of preparation
Write to explain why we must always ask and not surprise
Form committees and assign tasks
Allow time to plan activities, food, decorations, prizes and favors.

Title: Animal Welfare

Overview: Students in this Service-Learning group researched about animal cruelty and presented their projects to other students. They held a school-wide pet needs drive and presented two local animal rescue chapters with the items they received during the drive. Items ranged from animal food, play paraphernalia as well as materials critical for the maintenance and cleanliness of the ARF Centers.

VSC:
Math – 4.0 Knowledge of statistics
      A. Data displays
         1. Organize and display data
      B. Data analysis
      6.0 Knowledge of number relationships and computation/arithmetic
      C. Number computation
         1. Analyze number relations and compute
         2. Estimation
      7.0 Process of Mathematics
      C. Communication
         1. Present mathematical ideas using words, symbols, visual displays, or technology

Reading – 1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.
      B. Fluency
         1. Read orally at an appropriate rate
        2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze and evaluate informational text.
      A. Comprehension of Informational Text:
        1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational text, including electronic media.
        3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze and evaluate literary text.
      A. Comprehension of Literary Text
        1.0 Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary text.
        4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
      A. Writing
        1.0 Compose texts using prewriting and drafting strategies of effective writers and speakers
        5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.
      A. Grammar
        1.0 Recognize elements of grammar in personal and academic reading
        6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.
      A. Listening
        2.0 Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings

Evaluation:
Pre-Post test about animal welfare, student reflection

Seven Best Practices:

1. *Meets a Recognized Need in the Community*:
Numerous pet rescue groups in the area need assistance obtaining pet supplies and food. Students study the needs of animals that are abandoned or put up for adoption through a unit on animal cruelty and population control.

2. *Achieves Curricular Objectives*:
Reflected within the VSC objectives for core content listed above

3. *Equips Students with Necessary Knowledge and Skills*:
Students practice listening, research, and advocacy skills

4. *Plans Ahead*:
Research topic, then develop and practice debating controversial topics that arise during the study of animal welfare.
Students plan the collection and funding drive.

5. *Establishes Community Partnerships*:
Partnership between animal rescue organizations in Queen Anne's County, and middle and high schools located near the centers. Letters to parents for support and supplies.

6. *Develops Student Responsibility*:
Students, research, plan, and execute a service-learning project based on what they read and discussed in class. They also located information and used it to debate a global problem in the community; organize and plan informational poster display, and participate in group discussions.

7. *Reflects throughout the student-learning experience:*
Students evaluate the overall impact of their service to the community, and what knowledge they obtained through the curriculum study. Students and teachers discussed improvements for next year's classes so that the project continues to evolve and provide animals in our community a safe and clean shelter.

Title: Environmental Service Learning Unit

Overview: Sixth grade students identify an environmental problem in their community, such as, the need to recycle. Students then research and learn about strategies citizens can use to solve the environmental problem they choose. For example, citizens can separate their trash from recyclables at home, and then take their recyclables to recycling stations located around the county. Finally, students select and deliver their message to the community about solving the environmental problem they chose.

VSC Standards Met:
Environmental Science: 6.0 Students will use scientific skills and process in to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
B . Environmental Issues
      1. Recognize and explain the human-caused changes have consequences for
          Maryland's environment as well as for other places and future times.
      c. Identify and describe that ecosystems can be impacted by human activities.

Evaluation:
Students complete a Queen Anne's County form reflecting on service-learning project.
Students create a personal brochure/pamphlet that expresses how the complete service learning project affected them. What did they learn? What did they like best? What would they change?

Seven Best Practices

1. *Meets a Recognized Need in the Community*:
The Chesapeake Bay watershed is suffering from too much pollution, trash, nitrogen overload, overpopulation, over fishing, and other issues. Queen Anne's county, in particular, suffers from all of these problems.

2. *Achieves Curricular Objectives*:
In math, students perform statistical computations using and graphing data. In language arts, students identify ways to communicate and practice being communicators. Science classes identify and describe that ecosystems can be impacted by human activities. Social studies students recognize that cultural mores must be acknowledged and sometimes changed.

3. *Equips Students with Necessary Knowledge and Skills*:
Students, research, plan, and execute a service-learning project based on what they read and discuss. They also locate information and use it to solve a problem in the community; organize and plan tables and graphs, and participate in group discussions.

4. *Plans Ahead*:
Students identify environmental needs in the community. They research in order to find solutions and predict results for their actions.

5. *Establishes Community Partnerships*:
Partnerships will be established with groups, such as, the county commissioners and State Highway Administration and also with the local newspapers. Local government collection agencies and non-profit recycling companies will transfer school's recyclables to appropriate source.

6. *Develops Student Responsibility*:
Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local and greater Chesapeake Bay watershed communities.

7. *Reflects Throughout the Student-Learning Experience*:
Students evaluate overall impact of service and learning. Classes discuss improvements for next year's classes and continually improve the ongoing solutions to the bay's environmental problems.

Title: Filling the Local Food Bank

Unit Description:
Students plan and organize a food drive to help the local pantry. Students tally amount of food and shelve it for the needy.

VSC Indicators
Math
4.0 Knowledge of statistics
A. Data displays
     1. Organize and display data
B. Data analysis
6.0 Knowledge of number relationships and computation/arithmetic
C. Number computation
     1. Analyze number relations and compute
     2. Estimation
7.0 Process of Mathematics
C. Communication
     1. Present mathematical ideas using words, symbols, visual displays, or technology

Reading
1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech
B. Fluency
     1. Read orally at an appropriate rate
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze and evaluate informational text.
A. Comprehension of Informational Text
     1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational text, including electronic media.
3.0 Compression of Literary Text: Students will read, comprehend, interpret analyze and evaluate literary text.
A. Comprehension of Literary Text:
4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriaite for a particular audience and purpose
A. Writing
     1. Compose texts using prewriting and drafting strategies of effective writers and speakers
5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.
A. Grammar
     1. Recognize elements of grammar in personal and academic reding
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.
A. Listening
     2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings.

Evaluation:
Classroom assessment of above objectives. Student reflections

Seven Best Practices:

1. *Meets a recognized need in the community*:
Students planned and organized a food drive to assist the community food pantry for the fall holidays which is the period of the year of greatest need.

2. *Achieves curricular objectives*:
All the above core curricular indicators are met.

3. *Equips Students With Necessary Knowledge and Skills*:
Students, research, plan, and execute a service-learning project based on what they read and discuss. They also locate information and use it to solve a problem in the community; organize and plan tables and graphs, and participate in group discussions.

4. *Plans Ahead*:
Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local and greater food bank centers on the eastern shore of Maryland.

5. *Establishes Community Partnerships*:
The local food bank organizations and local businesses all partner with students to assist in their completion of the service-learning project.

6. *Develops Student Responsibility*:
Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local and greater Eastern Shore Food Bank locations

 7. *Reflects throughout the student-learning experience*:
Students acquire written and verbal communication skills, planning and budgeting skills, civic awareness.

Title: Homeless and/or battered women and children project

Overview: St. Martin's House at the Benedictine School is the chosen project for eighth and High School students in QAC. This is a shelter for homeless and/or battered women and children. Students prepare for this experience through instruction about the homeless in modern-day America. Students also bring in clothing, toiletries, and other items to be used by the women and children.

VSC Standards Met:
Math-Students use comparative numbers, incomes, economics, etc. to generate flowcharts of quality of life and life styles depending on income and earning power.
L.A. Students will write stories from another's perspective
        Students write BCR to story of the poor.
Science – Students research availability of food throughout the world.
        Students discover the effects of fasting on energy level.
Health/P.E. Students research the effects of malnutrition.
        Student design menus of inexpensive foods that are nutritionally sound.
Art – Students create collages buttons, and posters based on homelessness.
FLEX – Translate a food pyramid into another language and donate to the shelter.
Social Studies – Research recent trends in U.S. policy on hunger/poverty. Students write as advocates to the State government concerning funding of poverty and homelessness in MD.

Evaluation:
Completion of Pre-Post test; Student Reflection

Seven Best Practices:

1. Meets a Recognized Need in the Community:
St. Martin's House serves a 5 county area providing a safe transition house for homeless women and children. Their services are based on donations and help from the community. Students have a bias about homelessness due to media, etc. Students need to interact with people who work with homeless people and some of these people themselves to change this prejudgement.

2. Achieve Curricular Objectives:
See above

3. Reflect Throughout the Service Learning Experience
Complete a pre and post survey when viewing "shelter Boy". Write reactively and from another perspective, that of a homeless person. Discuss quality of life, nutrition on a budget, collect and distribute a variety of materials to the shelter.

4. Develop student responsibility:
Action phase requires every student to donate something, make something, or help with the distribution and shelter visit. Students plan, prepare and visit the shelter in order to meet the residents.

5. *Establish Community Partnerships*:
St. Martin's director visits the schools to talk with students about homelessness and the shelter experience. Students visit the shelter to meet and become acquainted with residents. Letters to the parents help to partner their support of the activities.

6. *Plan Ahead for Service-Learning*:
Students prepare a variety of collection s of materials for the shelter needs.
Students phone to make arrangements for the guest speaker and the visit to the shelter.
Students develop and practice questions in order to hold meaningful conversations.
Students work in committees to prepare for their visit to the shelter.
Equip students with knowledge and skills needed for service.

7. *Equip Students With Knowledge and Skills Needed for Service*:
Discuss Reasons For and Necessity of Preparation
Forms committees and assign tasks.
Take responsibility for actions
Practice advocacy letter writing.

Title: Environmental Habitat Restoration

Overview: Sixth graders created a mini-habitat. The students learned about the importance of the balance between urban sprawl and the creation of new habitat for animals. Students focused on making a positive impact to the local eco system through a multi-step project focusing on habitat restoration.

VSC Standards Met:
Environmental Science: 6.0 Students will use scientific skills and process in to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
B . Environmental Issues
      1. Recognize and explain the human-caused changes have consequences for
          Maryland's environment as well as for other places and future times.
      c. Identify and describe that ecosystems can be impacted by human activities.
Mathematics
B. Data analysis
6.0 Knowledge of number relationships and computation/arithmetic
C. Number computation
    1. Analyze number relations and compute
    2. Estimation
7.0 Process of Mathematics
C. Communication
    1. Present mathematical ideas using words, symbols, visual displays, or technology

Evaluation:
Completion of Pre-Post test; Student Reflection

Seven Best Practices:

1. Meets a Recognized Need in the Community:
A mini-habitat was created a one of the new middle schools in the county in order to provide students with an in-depth knowledge base of the balance between urban sprawl and the creation a habitat for animals that have been dislocated by building.

2. Achieve Curricular Objectives:
Research of native plants and animals. Mathematical skills were also practiced as students were expected to estimate, measure and graph the space an environment habitat would require on the existing school's ground.

3. Reflect Throughout the Service Learning Experience
 In reflection students related how they observed growth and development within a habitat that was located near the schools.

4. Develop student responsibility:
Students were expected to research local animal and plant wildlife
Plan through measurement and graphing a physical space
Use team work to work together to create the bed for the habitat.

Determine how to maintain the area.

5. *Establish Community Partnerships*:
Local landscapers partnered with students. In addition parents provided support and materials for students through a collaborative format.

6. *Plan Ahead for Service-Learning*:
Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local and greater Chesapeake Bay watershed communities.

7. *Equip Students With Knowledge and Skills Needed for Service*:
Discuss Reasons For and Necessity of Preparation
Forms committees and assign tasks.
Take responsibility for actions

Title: Treats for the Troops

Overview: The students identify the many hardships soldiers and their families endure during and after war. Some of the hardships are due to disease or separation from family. Some hardships are emotional. When interviewing veterans, students study which techniques to use. Students bring in comfort items to send deployed overseas soldiers.

VSC:
Social Studies:
6.0 - Students shall use reading, writing, and thinking, processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
Math – Students use measurement to create edible treats
            Students use mileage on maps to compare distances
L.A. - Students identify ways to communicate and practice through writing personal
            letters, making cards and poetry.
Science – Students will complete a career unit that includes enlisting in the military.
        Students will locate a variety of Middle Eastern countries on a map and describe the geography
        of each. Students will practice planning and time management while developing their leadership
        skills. Students will learn more about being a responsible citizen.
S.S. Student complete a career unit that includes enlisting in the military
        Students will locate a variety of Middle Eastern countries on a map and describe the
          geography of each.
        Students will practice planning and time management while developing their
 leadership skills. Students will learn more about being a responsible citizen.

Evaluation:
     Complete a pre and post survey to identify changes in attitude and
       sensitivity towards deployed troops.
     Complete a BCR on how the experiences affected them.
     Enjoy and share letters and cards from troops.
     Discuss improvements for next year's students.
     Celebrate what went well.

Seven Best Practices

1. Meets a Recognized Need in the Community:
Students wanted to acknowledge the efforts of our troops overseas. Several of Queen Anne's County Public School graduates are deployed overseas and requesting correspondence with the community. Their relatives have approached schools about helping to keep these soldieries connected. We have active and retired military employed within our system.

2. Achieves Curricular Objectives:
See Above

3. Reflect throughout the service learning experience:

   Complete a pre and post survey to identify changes in attitude and sensitivity
    towards deployed troops.
     Complete a BCR on how the experiences affected them.
     Enjoy and share letters and cards from troops.
     Discuss improvements for next year's students.
     Celebrate what went well.

4. Develops Student Responsibility:

The action phase requires every student to complete at least 7 of the 10 activities over the specific grade level school year. Students work in small group committees, at times, to come to consensus on plans of action. Participation in planning/action/reflection results in a service-learning credit.

5. Establishes Community Partnerships.

Letters to parents partner their support
Students solicit donations from neighborhood stores for goods to send to the troops. Newspaper articles inform the public that a school's students are keeping the community connected to our service people.

6. Plan Ahead for Service-Learning

Students practice communication skills. Develop and practice writing personal letters. Form committees to decide how to complete the action portion of this project.

7. Equip Students with Knowledge and Skills Needed for Service.

Students acquire written and verbal communication skills, planning and budgeting skills, civic awareness.

7th Grade Middle School
Service-Learning
Indirect, Direct

Title: Kids Helping Hopkins

Overview: Students participate in an education program to support the vital programs at the Johns Hopkins Children's Center. Kids Helping Hopkins allows students to collect items to be used by patients in Johns Hopkins Children's Center.

VSC Indicators:
Language Arts:
> Use appropriate strategies and opportunities to increase understandings of vocabulary
> Use strategies to prepare for reading
> Use strategies to monitor understanding and make meaning from text
> Use strategies to demonstrate understanding of the text
> Analyze details that provide information about the setting, the mood created by the setting, and
> > ways in which the setting affects characters.
>
> Use informal writing strategies to express new understandings
> Use formal writing, such as summaries, to inform
> Use formal writing to write a speech to persuade

Evaluation: Student Reflection, Graph of number of items collected

Seven Best Practices:

1. *Meets a Recognized Community Need:*
Students practiced provide children who are patients at John Hopkins Children's Center with items they can win as bingo prizes. Children who are patients must stay for long periods of time to complete their treatments.

2. *Achieve Curricular Objectives through Service-Learning:*
See above

3. *Reflect Throughout the Service-Learning Experience*:
Students write a journal entry reflecting upon their experience with the service learning project. Journal entry question: Now that you have completed your service-learning project, please describe why do you believe it was important to have participated in this experience? Relate this experience to the goal of service-learning.

4. *Develop Student Responsibility*:
Students will develop responsibility by working in a team, organizing people within the school and community to get a job done, performing project-specific skills and working with others to solve problems.

5. *Establish Community Partnerships:*
Community partnerships will be established with The Johns Hopkins Children Center at Johns Hopkins Hospital, in Baltimore Maryland.

6. *Plan Ahead for Service-Learning*:
Research curricula information
Planning and sponsoring of a prize drive for children
Planning of school-based and community awareness campaign

7. *Equip Students with Knowledge and Skills Needed for Service*:
Discuss Reasons For and Necessity of Preparation
Forms committees and assign tasks.
Take responsibility for actions